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ABSTRACT

This checklist is designed to assist school system personnel in evaluating the media programs of their schools. Criteria are listed, against which each of the central components of the media program can be measured. These components are: 1) commitment on the part of staff members to media use; 2) the inclusion of media services as an integral part of curriculum and instruction; 3) the adequacy of the media center's functioning; 4) the suitability of the physical facilities housing media program; 5) the availability of adequate financing; and 6) the allocation of sufficient staff to the media program. A composite picture of the media program can be drawn by combining these separate evaluations. (PB)

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Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems

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EVALUATIVE CHECKLIST

AN INSTRUMENT FOR SELF-EVALUATING

AN

EDUCATIONAL MEDIA PROGRAM

IN

SCHOOL SYSTEMS

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Norman, Oklahoma

REVISED: January 1969

by

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Norman, Oklahoma

REISSUED: September 1970

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INTRODUCTION TO CHECKLIST

The Evaluative Checklist which follows has been revised from an instrument developed by W. R. Fulton.[1] The checklist has been through a try-out and validation phase. It is known that when properly applied to a school system, it will discriminate among the several levels of quality in educational media programs.

This Evaluative Checklist is based on the assumption that there are fundamental elements of an educational media program which will facilitate the improvement of instruction. The elements around which this Checklist was developed were assumed to be common to most educational media programs. These include: 1) administrators and teachers are committed to the proper use of educational media for instructional purposes, 2) educational media are an integral part of curriculum and instruction, 3) an educational media center is accessible to the faculty, 4) the physical facilities are conducive to proper use of educational media, 5) the media program is adequately financed, and 6) the staff is adequate and qualified to provide for the educational needs of all faculty members.

The status of an educational media program is not likely to be known without periodic evaluation. The use of this Checklist should greatly facilitate such an evaluation by providing useful guidelines for making judgments on program elements.

The term "educational media" as used in this instrument means all equipment and materials traditionally called "audio-visual materials" and all of the newer media such as television, overhead projectuals, and programed materials. Likewise, the terms "media" and "educational media" are used interchangeably to mean both instructional equipment and instructional materials.

Before completing the Checklist, the evaluator may want to become familiar with the inventory of educational media and pertinent physical facilities of the program being evaluated. He may also want to study the criteria relating to the elements covered in the Checklist.

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[1]The original instrument was a part of a study performed pursuant to a contract with the United States Office of Education, Department of Health, Education and Welfare, under the provisions of Title VII, Public Law 85-864 by W. R. Fulton, Professor of Education, University of Oklahoma.

EVALUATIVE CHECKLIST

DIRECTIONS:

Mark one of the spaces at the left of the statement that most nearly represents the situation in your school system. If a statement accurately describes your school, mark one of the middle spaces of 2, 5, 8, or 11 to the left of that statement. If you feel that the situation at your school is below what is described, mark one of the lower numbered spaces of 1, 4, 7, or 10, if above, mark one of the higher numbered spaces of 3, 6, 9, or 12. In any case mark only one of the twelve spaces.

Remember, each one of the subdivisions preceded by a capital letter requires only one mark in one of the boxes numbered 1 to 12. Mark only one box in each subdivision.

EXAMPLE:

Mark only one box

[1]	[2]	[3]	There is no director of the media program.
[4]	[5]	[6]	There is a part-time director of the media program.
[7]	[X]	[9]	There is a full-time director in charge of the media program.
[10]	[11]	[12]	There is a full-time director and a sufficient number of clerical and technical personnel.

I. SCHOOL SYSTEM EDUCATIONAL MEDIA SERVICES

CRITERIA

- A school system should have a program of educational media services administered through a school media center, and building centers if such are needed, which provides teachers with an adequate supply of appropriate instructional materials.
- The educational media center should be a separate service unit that operates at the same level as other major school services.
- A school system should have clearly defined policies, procedures, and plans for its educational media program, including short-range, and long-range goals.
- There should be a sufficient number of professional media staff members to administer the educational media program and to provide consultative services to teachers throughout the school system.

A. Commitment to the Media Program

Mark only one of the twelve boxes

[1] [2] [3] The school's educational media program does not offer the services of a media center and no clerical or technical staff members are available to administer the educational media program.

[4] [5] [6] The school's educational media program consists of services from a media center managed by clerical and technical staff members. The services are not well coordinated and no one person has been given administrative responsibility for system-wide media activities.

[7] [8] [9] The school's educational media program consists of a media center with clerical and technical staff. The program is directed by a staff person who has some educational media training but not enough to qualify him as an educational media specialist. He reports to the administrative officer in charge of instruction.

[10] [11] [12] The school has an educational media program including an educational media center and necessary building media centers directed by an educational media specialist who reports directly to the administrative officer in charge of instruction. He is provided with facilities, finances, and staff essential in meeting the media needs of the instructional program.

B. Commitment to Educational Media as an Integral Part of Instruction

[1] [2] [3] The school provides some educational media for teachers, and no trained personnel are available to assist in the utilization of the educational media that is provided.

[4] [5] [6] The school provides some educational media and services for teachers who request them, but teachers are not particularly encouraged to use the services.

Remember -- Mark only one of the twelve boxes

[7] [8] [9] A variety of educational media and services are generally available and some attempts are made to acquaint teachers with the services, and to encourage their use.

[10] [11] [12] The school provides the quantity and variety of educational media and services needed by all buildings and encourages teachers to use media as integral parts of instruction.

C. Commitment to Providing Educational Media Facilities

[1] [2] [3] The buildings in use at this time provide for only very limited use of educational media.

[4] [5] [6] Although some new and remodeled facilities provide for the use of some types of educational media, the school gives little attention to media utilization at the time buildings are planned.

[7] [8] [9] The school provides most new and remodeled buildings with light control and other facilities necessary for the use of some types of educational media.

[10] [11] [12] All new buildings are equipped for the greatest possible use of educational media and are designed to permit adaptation for new developments in media. Old buildings are being modified as fast as possible to provide for effective use of media.

D. Commitment to Financing the Educational Media Program

[1] [2] [3] Finances for the educational media program are not included in the budget.

[4] [5] [6] Finances for the educational media program are inadequate to provide the services that teachers need and are prepared to use. There are no written policies relative to allocations, income sources and charges against the budget.

[7] [8] [9] Finances for the educational media program are sufficient to maintain the status quo, but the current media services are not sufficient to meet the instructional needs. Long-range curriculum plans do not include provisions for financing needed educational media services.

[10] [11] [12] The educational media program is financed entirely from regularly appropriated school funds. The budget reflects to some degree long-range educational media plans and includes provisions for special media for unusual curriculum problems. The budget is prepared, presented, and defended by the director of the media services in the same manner as that of any other budget unit.

E. Commitment to Staffing the Educational Media Program

[1] [2] [3] The responsibility for utilization of educational media services rests entirely with the individual teacher who desires such services.

[4] [5] [6] The responsibility for educational media services is assigned to various staff members whose primary commitments are in other school jobs.

[7] [8] [9] The responsibility for educational media services is delegated to a person who has had some training in educational media. He is provided with some clerical and technical assistance.

[10] [11] [12] Leadership and consultative services are provided by an educational media specialist and a qualified professional staff. An adequate clerical and technical staff is also provided.

II. EDUCATIONAL MEDIA SERVICES - CURRICULUM AND INSTRUCTION

CRITERIA

- A school system should engage in a continuous evaluation of its educational media program as it relates to the instructional program.
- Continuous inservice education in the use of educational media should be carried on as a means of improving instruction.
- The faculty and the professional media staff should cooperate in planning and developing the parts of the instructional program that make provisions for the use of educational media.
- Professional educational media personnel should be readily available for consultation on all instructional problems where media are concerned.

Remember -- Mark only one of the twelve boxes

A. Consultative Services in Educational Media Utilization

[1] [2] [3] There are no educational media personnel available to provide for consultative services.

[4] [5] [6] Educational media personnel render consultative assistance in the instructional application of educational media when they are asked to do so and are free from other duties.

[7] [8] [9] Educational media personnel are usually available and are called on for consultative assistance in the use of educational media.

[10] [11] [12] Educational media professional personnel work, as a part of their regular assignments, with teachers in analyzing teaching needs and in designing, selecting, and using educational media to meet these needs.

B. Inservice Education in Educational Media Utilization

[1] [2] [3] No inservice education activities relating to the utilization of educational media are provided.

Remember -- Mark only one of the twelve boxes

[4] [5] [6] Inservice education is left entirely to building instructional units and is limited to their own capabilities and such other resources as they can find.

[7] [8] [9] Professional educational media staff members are available on request to assist teachers and supervisors in inservice education activities relative to the use of educational media.

[10] [11] [12] Professional educational media staff members are involved in planning and conducting continuous inservice education activities concerned with the selection, development, production, and use of all types of educational media.

C. Faculty-Student Use of Educational Media

[1] [2] [3] None of the teachers nor students make any use of educational media in their individual presentations.

[4] [5] [6] Only a few teachers make any use of educational media in their classrooms. Students rarely use media in class presentations.

[7] [8] [9] Quite a few teachers make occasional use of educational media in their classrooms. Students occasionally use media in class presentations.

[10] [11] [12] Most teachers use appropriate educational media in their classrooms. Students use appropriate media for individual and group study, as well as for class presentations.

D. Involvement of the Media Staff in Planning

[1] [2] [3] There are no professional educational media staff available, therefore they cannot be involved in planning for the use of educational media.

[4] [5] [6] The professional educational media staff is seldom involved with teachers in planning for the use of educational media.

[7] [8] [9] The professional educational media staff is occasionally involved with teachers and supervisors in planning and producing materials for use in the instructional program.

[10] [11] [12] The educational media specialist and his professional staff are usually involved with teachers, supervisors and other curriculum workers in planning for the use of and in experimenting with educational media in the instructional program. He is also regularly involved in decision making activities relating to the integration of educational media with the curriculum and instruction.

III. THE EDUCATIONAL MEDIA CENTER

CRITERIA

- Educational media centers should be organized around the concept of offering a wide variety of services and media to all instructional and administrative units of a school system, with leadership, consultative help, and other services provided by professional media specialists and other media center personnel.
- The instructional program should be supported by an adequate supply of educational media and a system of making them accessible to the faculty and students.
- The educational media center should provide such media services as procurement, maintenance, and production of appropriate educational media to support the instructional program.

Remember -- Mark only one of the twelve boxes

A. Location and Accessibility of Educational Media

[1] [2] [3] The school does not have an educational media center and does not have access to such services and media as might be rendered from an educational media center.

[4] [5] [6] The location of the school's educational media center is such that media are not accessible to most teachers. The school's educational media center is not supplemented by building centers where media are placed on long-term loan.

[7] [8] [9] The location of the school's educational media center is such that media are not very accessible to teachers. The school's educational media center is supplemented by a few building centers that provide some media and services not available from the school media center, but merely duplicate others.

[10] [11] [12] The location of the school's educational media center and the presence of necessary building centers make media highly accessible to all instructional units. Both the school's and the buildings' educational media centers are adequately equipped to support a quality instructional program.

B. Dissemination of Media Information

[1] [2] [3] Information concerning educational media is never disseminated to prospective users as a matter of policy, but occasionally information concerning educational media might be secured upon request.

[4] [5] [6] Information concerning educational media is seldom disseminated to prospective users, but there are no definite plans or channels for such dissemination.

[7] [8] [9] Information concerning educational media is disseminated to teachers and staff members on an occasional basis or when requested.

[10] [11] [12] Information concerning all educational media and programs is frequently disseminated to teachers and staff members as a matter of policy.

C. Availability of Educational Media

[1] [2] [3] Educational media is practically nonexistent and responsibility for obtaining such materials rests entirely with the user.

[4] [5] [6] The quantity of educational media is so limited that significant delays occur between requests for materials and their availability. Reservations must be made on a "first come, first served" basis, and the media must be picked up by the user.

[7] [8] [9] The quantity of educational media and the distribution system makes it possible for media to be delivered to teachers on relatively short notice.

[10] [11] [12] There is a sufficient quantity of educational media and an adequate distribution system to insure the delivery of all media to teachers on any day during the week in which they are requested.

D. Storage and Retrieval of Media

Remember -- Mark only one of the twelve boxes

[1] [2] [3] There are practically no media storage facilities and those that are available are most difficult to locate and retrieve.

[4] [5] [6] Media storage facilities are available but are inadequate for some types of educational media, and personnel have difficulty in locating and retrieving specific items.

[7] [8] [9] The school's educational media center and all building centers have enough storage shelves and drawers for currently owned instructional materials. The retrieval system is adequate most of the time.

[10] [11] [12] Adequate storage space, including space for future expansion, is provided in the school's educational media center and in all building centers, with proper humidity control where needed. The school's educational media center has a master retrieval system for immediate location of all media.

E. Maintenance of Media

[1] [2] [3] The school has no provision for cleaning and repairing educational media.

[4] [5] [6] Educational media are cleaned and repaired when complaints regarding their operable condition are made by users.

[7] [8] [9] Educational media are cleaned and repaired whenever the maintenance staff has time to do so.

[10] [11] [12] All educational media are inspected after each usage and are cleaned and repaired on a regular basis or when inspection indicates the need.

F. Production of Media

[1] [2] [3] Practically no facilities for production are made available to teachers in producing their own materials.

[4] [5] [6] Limited production facilities are available for teachers to produce their own materials.

[7] [8] [9] Educational Media personnel, as well as teachers, produce some educational materials, but the media staff is limited to the extent that all demands for production cannot be met.

[10] [11] [12] Educational media personnel, as well as teachers, produce a variety of educational media not otherwise available, and meet most production demands for such media as films, filmstrips, slides, graphics, and recordings.

IV. PHYSICAL FACILITIES FOR EDUCATIONAL MEDIA

CRITERIA

- Each classroom should be designed for and provided with essential facilities for effective use of appropriate educational media of all kinds.
- Each classroom should be equipped with full light control, electrical outlets, forced ventilation, and educational media storage space.
- Classrooms should be equipped with permanently installed bulletin boards, chalkboards, projection screens, map rails, and storage facilities needed for the particular type of instruction conducted in each classroom.

Remember -- Mark only one of the twelve boxes

A. Physical Facilities in Existing Classrooms

[1] [2] [3] No classrooms have been modified for use of educational media and no systematic plans have been made to adopt such classrooms for use of media.

[4] [5] [6] A few classrooms have been modified for use of educational media. However, no systematic plans have been made to adapt all classrooms for the use of educational media, except that some departments have made such plans for their own classrooms.

[7] [8] [9] Some classrooms have been modified and equipped with such physical facilities as light control and electrical outlets and others are partially equipped. A plan for systematically equipping all classrooms is in operation.

[10] [11] [12] All classrooms have been modified and equipped for optimum use of all types of educational media.

B. Physical Facilities in New Classrooms

[1] [2] [3] Most classrooms are not provided with physical facilities that make possible the use of educational media.

[4] [5] [6] Some new classrooms are provided with physical facilities such as light control and electrical outlets, but only in special cases are provisions made for the use of a wide variety of media.

[7] [8] [9] Most new classrooms are provided with physical facilities that make possible optimum use of educational media.

[10] [11] [12] All new classrooms are designed for and equipped with physical facilities that make possible optimum use of all types of educational media by faculty and students.

V. BUDGET AND FINANCE OF THE EDUCATIONAL MEDIA PROGRAM

CRITERION

Financing the educational media program should be based on both the school system's long-range goals and immediate educational needs. The budget should reflect a recognition of long-range goals, and be sufficient to support an adequate media program for optimum instructional improvement.

Remember -- Mark only one of the twelve boxes

A. Reporting Financial Needs

[1] [2] [3] The financial needs of the educational media program are almost never reflected in the budget and are never reported to the administrative officer.

[4] [5] [6] The financial needs of the educational media program are reported to the administrative officer in charge of instruction only when immediate expenditures are urgently needed.

[7] [8] [9] The financial needs of the educational media program are regularly reported to the administrative officer in charge of instruction.

[10] [11] [12] Regular reports reflecting the status and needs of the educational media program, including facts about inventory, facilities, level of utilization, and effectiveness of the media program, are made to the administrative officer in charge of instruction.

B. Basis for Budget Allocations

[1] [2] [3] The budget does not usually contain an allotment for educational media.

[4] [5] [6] The educational media budget is based on an arbitrary allotment of funds irrespective of need.

[7] [8] [9] The educational media budget is based almost entirely on immediate needs, though some consideration is given to long-range goals.

[10] [11] [12] The educational media budget is based on both the immediate needs and the long-range goals of the school and reflect clear-cut policies concerning allocations, income sources, and budget practices.

C. Development of Media Budget

[1] [2] [3] There is no provision for the development of a separate educational media budget.

[4] [5] [6] Each building instructional unit develops its own educational media budget without consulting an educational media specialist.

[7] [8] [9] The budget of the educational media program reflects the media needs of most building instructional units. However, some buildings have their own media budget which has no relationship to the educational media program.

[10] [11] [12] The budget of the educational media program reflects the media needs of the entire school system and is developed by the professional media staff in consultation with financial officers, principals and other school administrators.

VI. EDUCATIONAL MEDIA STAFF

CRITERION

The educational media program should be directed by a well qualified full-time media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services to the entire school system.

Remember -- Mark only one of the twelve boxes

A. School System Media Staff

[1] [2] [3] No person has been assigned to look after the media program. Utilization of educational media is entirely the responsibility of the user.

[4] [5] [6] A staff person has been assigned to look after the media program. He performs more as a clerk and a technician than as a professional media person.

[7] [8] [9] A professional media person with some special training is in charge of the educational media program and has some professional, clerical and technical assistance. He and his assistants are primarily oriented toward the mechanical and technical aspects of the program.

[10] [11] [12] The educational media program is directed by a well qualified media specialist who is provided with sufficient professional, clerical, and technical staff to provide adequate media services from the school media center. Professional media staff members are oriented toward curriculum and instruction.

B. Building Media Staff

Remember -- Mark only one of the twelve boxes

[1] [2] [3] No building has a teacher, or a member of the professional staff assigned to coordinate media activities. Any use of media in teaching is included in the other tasks of the teacher.

[4] [5] [6] Some buildings have a teacher, a clerk, or someone else assigned to help obtain materials and care for equipment, but no released time is granted from other jobs to coordinate media activities in the building.

[7] [8] [9] Most buildings have a teacher, or a member of the professional staff assigned to coordinate media activities, but he has not been given sufficient released time from other school tasks, or enough clerical and technical assistance to permit him to render media services needed in the instructional program.

[10] [11] [12] A full-time professional educational media coordinator serves each building. Buildings that do not have sufficient teachers and media utilization to warrant a full-time coordinator share his services. He is provided sufficient clerical and technical assistance to supply all media services needed in the building. He reports to the school's educational media director and works closely with the media staff, supervisors, and other curriculum workers.

PROFILE SHEET

Name of school system or district _____

Enrollment of school system or district _____

To develop a Profile image of your program, transfer your mark from each item of the Evaluative Checklist to this sheet. Connect the marked squares by straight lines. Then turn the sheet to a horizontal position. This will pictorially demonstrate the "peaks" and "valleys" of attainment for your program.

WEAK ——— STRONG

Mark only one of the twelve boxes